



TRAINER SKILLS

CONTENTS

As discussed under competencies of a DIET faculty, needs to have competencies of organising training programmes for teachers and other target groups. This section deals with the skills needed for a trainer.

This Chapter consists of Following Sections

1. **ROLE EXPECTATIONS FROM A TRAINER**
2. **COMMUNICATION SKILLS**
3. **MANAGEMENT SKILLS**
4. **TRANSACTION SKILLS**
5. **EVALUATION SKILLS**



Objective

This section helps you to

1. Understand teacher educator's roles, functions, requisites and expectations
2. Enhance competencies needed inside the institute and in field situations
3. Know how to improve the effectiveness of your academic transactions
4. Be able to manage your activities and programmes efficiently, and
5. Undertake evaluation in various contexts of work in a DIET



Overview



TRANSACTIONAL SKILLS

One of the noticeable features of higher education is the lack of variety in teaching-learning methods. This could be due to unthinking tradition (this is the way it has always been done) or administrative convenience (it is easy to organize). Trainees have different attitudes to learning and also individual ways of learning. There is, therefore, a need for a corresponding variety of teaching strategies. Further, using a variety of strategies helps the trainer to avoid boredom, as variety always generates interest. Certain training methods are a suitable mode to transact certain content areas. But there is no hard and fast rule about only one method being suitable for a particular content area. It is only a question of one method being more suitable than others. A trainer should ideally have a repertoire of training methods to make her/his training effective and enjoyable.



Objective



This section helps you to

1. Understand what are the skills needed for a teacher educator for classroom teaching.
2. Understand the skills needed for teacher educator for academic works in outdoor sessions.
3. Understand the appropriate and inappropriate use of skills by a teacher educator



Definition

Teacher educator requires a repertoire of abilities to undertake all the activities that are listed to undertake teaching work both inside and outside the classroom. Skills are the practicable simplest units to undertake the task. His level of skill attainment, motivational level to execute and attitude together decides the performance level expressed in terms of his competency. "



Portfolio Activity

Discuss with your colleagues on various activities that are carried in different wings of DIET. List out various competencies required. Prioritise them for each wing. Prepare a cumulative record to express levels of attainment of teacher educator on various competency. Collect self check by all the teacher educators on the cumulative competency card from your DIET and prepare a report regarding the needed action plan for competency enhancement programme. Submit the report

Web Based Induction Programme for Elementary Teacher Educators	
For District Institutes of Education and Training (DIET), India	
DIET Roles and Functions	Functions of DIETS Competencies of DIET Functionaries Academic Linkages Administrative Linkages NGO Linkages
Trainer Skills	Role Expectations Communication Skills Management Skills Transactional Skills Evaluation Skills
Action Research	General Orientation to Research Action Research in Relation to Other Types of Research The Procedure of Action Research A Review of Efforts Done So Far Report Writing & Documentation of Research Appraisal of Research Supporting Action Research at the School Level
E-Media	Getting started Slideshow Presentations Recording and Presenting Data Using eMail Finding resource on the Internet Computers and Audio-visual resources Creating Forms Handling Hardware Using Digital Projectors Analyzing Data Creating Educational Programs ICT in Education
Planning	Introduction
General Topics	Rights of the Child UEE and ELL Gender Equity Inclusive Education Peace Education Critical Pedagogy Constructivism Multi-Grade & Multi-Level Teaching State and Central Schemes National Policies Right to Information, Civilian Charter Dealing with Legal Matters Alternative Schooling NGO Initiatives in Education in Karnataka Karnataka Education Act Education for Sustainable Development



ROLE EXPECTATIONS FROM A TRAINER



Objective

After studying this section you will:

- ☐ Become aware of the various roles a teacher educator has to play.
- ☐ Come to know of the different characteristics of a good teacher educator.
- ☐ Come to know the competencies required.
- ☐ Understand to manage different roles
- ☐ Analyze these characteristics/skills in terms of their implications for the training programme.

IMPORTANCE OF TRAINER SKILLS



The success of a training programme depends on

- ☐ The abilities of the trainer.
- ☐ His/Her understanding of the roles of a trainer
- ☐ The insights she/he has about the purposes of training.
- ☐ The nature and composition of the group.
- ☐ The mastery over the content to be transacted.
- ☐ Communication skills.
- ☐ Support system available.
- ☐ Material and human resources accessible.

In this section we will discuss all the above in detail and see how these characteristics can be enhanced to become effective trainers.

ROLES OF THE TRAINER

As Suzy Siddons says..... *A trainer must be a super-effective multi-tasker with eyes in the back and sides of the head.*

The trainer's role is that of a **'facilitator'** that is, the trainer should help learning to take place. This can happen if the trainer can create an atmosphere and environment that encourages the learning process to take place.

With regard to the content, the trainer should be able to

1. Organize and present information in such a way that trainees can use it to increase their knowledge base.
2. Organize and present activities that will reinforce the learning process.
3. Check to see if learning has taken place.



Reflection

As a trainer in a DIET, what two things would you do to facilitate learning in a training programme?

To become a facilitator, a trainer should be able to assume different roles and perform various functions with ease.

✓ The Functions of a Facilitator as Identified by Several Trainers are that of:

Social Secretary

Here, the trainer encourages groups to work together and see that all trainees participate in the training. Like any secretary, the trainer has to take care of arrangement materials and programme of work.

Person with a knowledge base and a source of expertise

The trainer's depth of knowledge in the area is important, for she/he will be the source of information on a training programme. Further the trainer should have expertise enough to act as adviser to participants on issues and problems they may want to bring up. A note of caution here : don't pretend to be an 'expert' – you may lose credibility with the group! Saying 'I don't know let me find out' might be better than giving an unsatisfactory or wrong answer.

Motivator, Encourager and Inspirer

It lies with the trainer to generate enthusiasm on the course. An indifferent trainer can very quickly demotivates the group, while, a committed trainer can make a substantial difference to the quality of involvement of the trainers on the course.

Presenter

On a training programme, the skills of presentation invariably find a place. The trainer himself/herself should have a high degree of presentation skills to be credible.

AREAS COVERED IN THE INDUCTION PACKAGE

The five main qualities of a good presenter are

1. Calm confidence that come when one knows what one is doing.
2. Ability to guide the course forward confidently.
3. Ability to resolve problems.
4. Clarity of expression
5. Ability to 'think on one's feet'

All these qualities are demonstrated in the way the trainer presents the information and handles the training class. A good presentation has for its foundation clear, compelling and logical delivery, effective visual aids and question handling skills.

Quality Controller and Disciplinarian

A trainer must keep discipline – not the 'fingers on your lips' variety, but discipline in terms of course time, delivery of materials, giving feedback and not taking it easy. The quality of a training course depends to a large extent on the trainer. Rigorous quality control must be maintained in the type of materials presented, work produced and presentations made. Sloppy thinking, careless task setting and poor time keeping are sure to bring down the quality of the course.

Chairperson

In an interactive training session, the trainer has to often act as a chairperson drawing everyone out, summarizing what has been said, keeping to the agenda and the time allocation.

Mediator, Referee and Peacekeeper

Training programmes that encourage interaction are good, but interaction can lead to heated discussions, arguments or even quarrels. Here, the trainer has to step in as mediator, referee and peacekeeper. She/he needs skills to the de-fuse the conflict, get the interaction back on the track and above all keep his/her head when all others are losing their. We have, till now, talked about qualities a trainer should possess to become a good facilitator. There are a few roles the trainer SHOULD NOT take on if he/she wants to become a good facilitator.

A Democrat

Trainers, if they are not careful, can start feeling like a god; indispensable to the trainees and to the course. They might even feel that they are the ultimate and unquestionable source of all information.

This attitude is dangerous, because instead of making trainees autonomous learners/trainers, it makes them dependent learners/trainees. Though this relationship may be flattering to the




trainer, it is contrary to the basic aim of the training programme, which aims at making trainees independent functionaries in the system.

An Elicitor

Lectures, lectures and more lectures—very often a training programme is nothing but this, the trainer, in such a situation reveals that she/he is of the opinion that the lecture method is the only way of conveying information. Without devaluing the lecture in any way as a mode of training, it has to be admitted that there are very many other modes of training that encourage information transfer in an interactive and eliciting way. More over, the trainee teachers have a fund of knowledge and experience to draw from.

But Not a Nursery School Teacher'

Trainees are not young learners who need to be controlled and told what to do. The trainer might have more expertise, but this does not mean that she/he should talk down to the trainees. Such an attitude is not conducive to a good learning atmosphere.

		<p>Send the Completed Activity Sheet to: bhatvd@yahoo.co.in</p>	
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Activity

Think of two teachers/trainers who have impressed you deeply.
Analyze the roles they played in the class in terms of the categories listed in the unit.
Present your analysis in terms of points.

Trainer V Non-Trainer Perceptions

Firstly, in comparing the perceptions of the trainers themselves (whether through introspection or elicitation) with the observations of the non-trainers, we notice a high degree of similarity. The clarity with which the participants identify the activities of the tutor-trainer, does suggest that awareness of the trainer's role is indeed built up through first hand observation of trainers at work. This in turn under lines the belief.

“The approach to teaching being put over by the institution ought somehow to be experienced as reality by the trainees.” (Wallace 91).

The concept of the trainer as the introducer of the new ideas is still perhaps unsurprisingly the most commonly mentioned role, for both trainers and non-trainers, although the newer roles of trainer as “observer” and “listener” appear also to have struck many teachers. Aspects of the trainer's role as organizer and determiner of classroom experience are mentioned frequently by both groups, indicative perhaps of the profession's increasing interest in management skills.

We can also learn something from the points on which trainers and non-trainers differ. The role of the trainer as evaluator, frequently mentioned by the teachers is something that the trainers do not focus on. the reluctance of trainers to accept at times a dual role of assessor and advisor is borne out by this admonition (Wallace 91).

“Far from being “a necessary evil”, assessment can play a positive role in a teacher education course, for example by integrating different areas of the course and by developing the trainees’ powers of analysis and reflection.”

His point is echoed by the positive roles of trainer-as-evaluator listed by participants themselves in the second part of the survey. Evaluation was stated for example to “enable participants to evaluate their own progress” or allow the trainer to “adapt the course to the needs of the trainee”.

The Categorization of Trainer Roles

Following Wright (1987) the data was analyzed into inter-personal and task-related roles. Different levels of inter-personal roles were clearly shown. The trainer is at once:

An equal	A collaborator with his/her colleagues a member of a team
In a position of power	Gives trainees moral support gives professional advice is a counsellor monitors what goes on around him/her
Under obligations	Is available inside and outside the classroom learns from trainees is a spokesperson

Task-Related Roles

For clearer focus, these were classified into organization, **PRESET** (pre-service or initial teacher training) or **INSET** (In-service teacher training) focussed, content-related, technical, task-oriented and evaluator roles, the diagram below suggests one way of illustrating trainer roles perceived in task-related training : the assumption of each set of roles providing the context for the next.

Involving both tutors and trainees in such an enquiry into the roles of the trainer raised unconscious knowledge to conscious awareness. Carrying out the survey, introduced the participants to a methodology they could themselves apply in their own teaching or training programmes.



Summary

- ☐ The effectiveness of a good trainer depends on his/her ability to facilitate learning.
- ☐ This in turn depends on the ease with which a trainer assumes different roles and performs different functions.
- ☐ There are certain roles a trainer should NOT assume if training is to be effective.



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Portfolio Activity

Keep a diary for a week of the work you do at DIET.

At the end of the week, analyze the diary in terms of the roles you played.

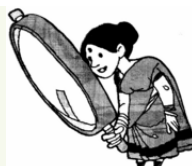
Reflect and Write your perceived strengths and weaknesses in performing those roles



Reading

Read this book for understanding more about the roles of a trainer:

Wallace, M.(1991) Training foreign language teachers. Cambridge University Press.



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Activity Sheet to:
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Activity

Given below are some 'role definitions' and a list of Trainer's functions. Think about the 'definitions' and functions for 3 Mts. and match the 'definitions' with their appropriate 'functions'. Identify more than one function for a role. Remember, for some 'roles' you may not find any function to match.

Roles of a Trainer

1. Social Secretary
2. Person with a knowledge base and a source of expertise
3. Motivator, Encourager and Inspirer
4. Presenter
5. Quality Controller and Disciplinarian
6. Chairperson
7. Mediator, Referee and Peacekeeper
8. An Elicitor
9. Not a Nursery School Teacher

Functions

1. To organize and present information in such a way that trainees can use it to increase their knowledge base.
2. To organize and present activities that will reinforce the learning process.
3. To assess the progress of individuals and of the class as a whole.
4. To help students develop positive, individual strategies for learning.
5. To encourage students to take responsibility for their learning.
6. To foster a group feeling cooperation, liking, common aims, mental confidence, etc.
7. To vary patterns of interaction with in the lesson according to the previous aims and the nature/feeling of the group.
8. To ensure that the students find their involvement sufficiently challenging.



Assessment

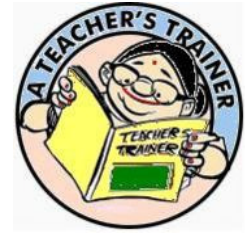


Prepare a Write-up

If a trainer were to follow the following guidelines, think what would you find and what behaviours you would not find in him/her during the training programme

1. A trainer should function like a chairperson.
2. A trainer need not function like a quality controller and disciplinarian.
3. A trainer should function like a mediator, referee and peacekeeper, and need not give the final judgement.
4. A trainer should be an expert in his/her field.

▪ Activity Sheet Trainer Roles



COMMUNICATION SKILLS

CONTENTS

1. COMMUNICATION SKILLS
2. SKILLS IN EFFECTIVE PRESENTATION
3. SKILLS IN USING AUDIO-VISUAL MEDIUM
4. INTERPERSONAL SKILLS OR SKILLS OF MANAGING HUMAN RELATIONSHIP
5. THE ART OF COMMUNICATION

COMMUNICATION SKILLS



Objective

After reading this material performing the activities, you will be able to:

- Understand what communication means.
- Become aware of the different sub-skills of communication skill
- Come to understand how these skills facilitate communications and a training situation.
- Understand who to deploy communication skills to become an effective trainer.

WHY COMMUNICATION SKILLS?

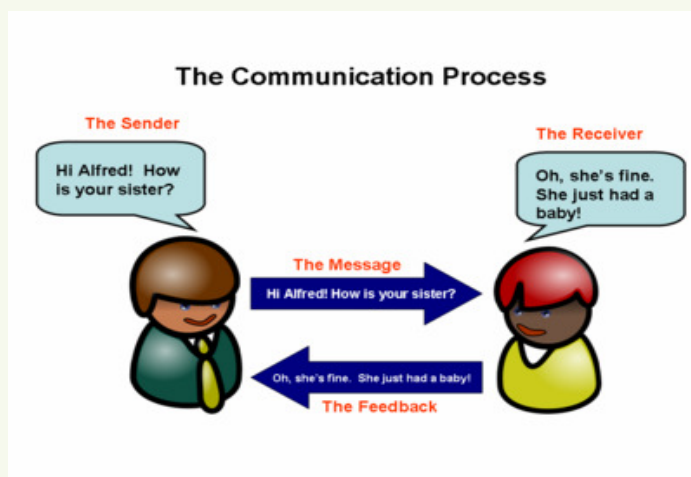
Communication skills are the basis of effective transactions in a training programme.

Communication skills can be deployed while

- ☐ Making presentations, both verbal and visual
- ☐ Dealing with interpersonal relationships
- ☐ Establishing linkages
- ☐ Motivating trainees



Reflection



Study The Communication Model and reflect on the process



Reading

For a detailed understanding of **THE APPROACH TO COMMUNICATION**, you may visit the following Wiki Site:

[\[\[1\]\]The Approach to Communication](#)

Prepare a one page summary of what you understood about the approach to communication



LET US NOTE THIS

1. Communications is the act of sharing knowledge, feelings ideas and information with others.
2. Communication is usually a process of interaction. In the course of communication, the communicators influence each others ideas, attitudes, knowledge and behaviours through interaction.
3. Communication can be verbal or non-verbal; face to face or at a distance in time and space. In face to face communication, gestures, body, language, tone and facial expressions affect what is being said.
4. Communication is said to have taken place if what is intended is conveyed. Even while listening to the news, though it appears to be an one way communication, one can

notice listeners reacting to it. Since communication takes place in a context, communication is at its best when both the parties involved understand the context.

5. Communication has four dimensions

1. Physical setting (room, open place, etc
2. Social setting (relationships of the members of the group)
3. Psychological setting (formal, informal, friendly, unfriendly)
4. Point of time (morning, afternoon, time of the year, etc.)

Effective communication should take into account all these aspects.

Communication can be of the following types	
TYPE	EXAMPLES
One to One	Personal Talk
One to Many	A Lecture
Many to One	Students Union talks to Principal
Many to Many	A group discussion/a party

In a training situation communication is usually of the type *ONE to MANY*

[Note: In a training programme, the method of communication need not always be face to face (lecture) on a training programme. The trainer can think of communicating to the trainees even in his/her absence, by thinking of activities of be done in the time after the sessions off sessions time could be used for

1. Reinforcing what is discussed during the sessions
2. Providing enrichment materials, experiences
3. Setting interactive activities leading to better human relationships.

However, the off-session work should not be a repetition of the regular work. It should provide a healthy change, which in turn should lead to better participation.



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Activity

Prepare a Write-up

1. Below given is a list of terms used in the context of communication. Prepare a diagram showing the relationship between them, as you consider it to be.

Sharing Interaction Verbal Face to face Context Message Intention Reaction Dimensions

2. Give two examples each for the following types of communication. Remember to mention the context

ONE – MANY MANY – ONE

3. Give one example of an off session activity on a 10-day content enrichment programme at DIET.

You can download Activity Sheet from here [Activity Sheet Communication Skills](#)



SKILLS IN EFFECTIVE PRESENTATION

There are two broad categories of skills one has to focus upon. The one which is well established and propounded is the classroom interaction skills. There is another set of skills focusing on cognitive processes that undergo while interacting termed as cognitive skills. Some of the important interaction skills are briefly outlined

Interaction skills

✓ Explanation skill

This refers to the ability on an individual to present his/her ideas, factual information, procedures etc. in simple language which is fluent and is systematically organized. The skill of explanation involves the following.

- a. Ability to organize the information, ideas and content in a sequential order that facilitates comprehension.
- b. Ability to frame simple sentences using appropriate vocabulary
- c. Ability to use discourse makers to show connection between ideas and facilitate comprehension. Makers could be words/phrases like, and therefore, however, because etc.,

✓ Skill of voice modulation

The trainee's voice is the most valuable asset while making a verbal presentation. The trainer should learn to use the voice effectively so that it has tonal variations and is stimulating and pleasing to listen.

Good orators, actors, actresses and political personalities use this skill of voice (b) modulation very effectively, however, exaggeration of this skill can make the performance artificial. Voice modulation comprises.

- a. Control of the volume of the sound
- b. Tone and pitch variation
- c. Effective use of the pause

✓ Skill of using examples

This is basically the ability to select appropriate examples to communicate an idea or concept. It also involves the selection of appropriate media to put across the example. The

trainer should also know at what point of the presentation she/he should use the example. The Skill of using examples includes:

1. Identifying concepts and ideas: their nature, scope and limitations.
2. Selecting both negative and positive examples
3. Selecting the right media to present the examples/s
4. Identifying the point at which the example should be used.

✓ Skills of enhancing participation

This skill basically refers to the ability to actively involve participants in the learning experience.

The main skills are

a) Judicious selection of questions and question types **b)** Selection of activities to promote involvement.

✓ Use of body language

The human body can be used to communicate certain messages along with the verbal presentation. Effective use of body language can enhance the quality of a presentation. Body language includes the use of hands, body movement, face, posture and gestures.

You may like to view

1. this clipping on Body Language[1]
2. this clipping on Spotting a Liar[2]

✓ Skill of sequencing ideas

The sequencing of ideas in a way appropriate to the presentation is important. The presentation mode could be expository, discovery, deductive or any other sequencing would depend on two factors:

1. The goal to be achieved
2. The type of content.

Cognitive Skills

The cognitive skills involved are understanding the type of content knowledge to be learnt, its placement with rest in the concept map, the characteristics of the content to be transacted and selection of the examples are few important ones.

✓ Identification of type of content(concepts)

✓ Identification of characteristics of content

- ✓ **Identification of noise in content**
- ✓ **Identifying appropriate exemplars for content characters**
- ✓ **Selection of sequencing methods**

Integration of skills

A trainer should have the skills necessary to integrate other forms of media like blackboards, charts, OHP, video/audio cassettes in his/her presentation. While using verbal skills keep the following points in mind.

Tips to follow

1. Plan in advances what you want to say
2. Use simple and clear language
3. Have variety
4. Use adequate examples and explanations
5. Be clear about what you are saying
6. Try to bring variety in the way you use your voice
7. Use body language
8. Use an interactive approach wherever possible
9. Be democratic
10. Avoid rigidity in execution
11. Understand the learner and treat the content according to their needs

EFFECTIVE NONVERBAL COMMUNICATION

Discussed in the following is an important aspect of presentation skills namely, nonverbal communication.



Overview

You are aware that much of our communication happens through non verbal means. If sometimes we use nonverbal communication to support verbal communication, on other times we do just the reverse. There are also instances when we use nonverbal communication for long duration of time.



Useful Web links

Go through this wiki educator page for a detailed understanding of nonverbal communication
http://en.wikipedia.org/wiki/Nonverbal_communication

The following site provides you with some very interesting questions about nonverbal communication components and also the correct answers to these questions.

<http://nonverbal.ucsc.edu/>

The following video clippings would provide you some illustrations and questions to reflect upon

1. NON VERBAL COMMUNICATION IN EDUCATION [3]
2. NON VERBAL COMMUNICATION[4]



Activity

A) Having gone through the article mentioned above, you may answer the following questions

1. What are the components of nonverbal communication?
2. For what purposes do we use nonverbal communication?
3. How does the interaction between verbal and nonverbal communication occur?

B) Visit the following site and answer

what are the six ways of improving your nonverbal communication?

<http://honolulu.hawaii.edu/intranet/committees/FacDevCom/guidebk/teachtip/commun-1.htm>



SKILLS IN USING AUDIO-VISUAL MEDIUM

A DIET may not have all the types of visuals mentioned. It may not have facilities/equipment for using some of these for training,. However, all DIETS have an OHP and facilities for using it. The OHP has become an integral part of many training programmes. The use of the OHP has therefore been discussed in detail in the following section.

Visual Presentation Skills

Visual aids make presentation interesting by bringing in variety. Verbal presentations supported by visuals provide concrete ideas and richer experiences. Research shows that learning has always been better when auditory reception is aided by visuals.

The black board is one of the most commonly used visual aid. However, there are many other types of visuals that can be used for various purposes on training programmes.

THE OVERHEAD PROJECTOR

The Overhead projector, as the name implies, is a hardware used for projecting a transparent visual onto a screen placed behind the presenter.



Advantages of OHP

1. Provides enlarged visual
2. Can be used during the day
3. Allows trainees to face the class.
4. Is flexible in use.
5. Is easy to arrange and operate
6. Is cost effective
7. No skin or lung allergy caused.
8. Overcomes trainer incompetence
9. Saves writing time
10. Provides colourful visuals.

You may appreciate these advantages if you consider them against the chalkboard which is extensively used in training programmes.

THE MATERIAL FOR PROJECTION

The OHP can be used for projecting both verbal and visual material during a training programme. A few instances where the OHP can be used are listed below.

- a) While presenting a sequence of points, stages, parts, components, processes etc.
- b) For presenting ready reckoners, tables, worked-out examples, data, charts etc.
- c) For presenting diagrams and drawings used as illustration/for explanations,
- d) For showing charts and maps for explanation or an activity.
- e) To display pictures and illustrations.

Teaching Learning Material

Varieties of Visual Aids



Example



Given below are a few examples commonly found in teaching/training.

AUDIO-VISUAL

1. MOTION PICTURE FILM
2. TELEVISION
3. CLOSED - CIRCUIT T.V.
4. VIDEO CASSETTES

PRINT

1. TEXT BOOK
2. REFERENCE
3. MAGAZINES
4. DOCUMENTS
5. DUPLICATED

DUPLICATED VISUAL

1. SUPPLEMENTARY READERS
2. BOOKS & NEWS PAPERS
3. CLIPPINGS
4. WRITTEN
5. MATERIALS

PROJECTED STILL VISUAL

1. OVERHEAD PROJECTOR
2. SLIDES
3. FILM STRIPS
4. MICROFILM, MICRO CARD MICRO FICHE

NON PROJECTED 3 DIMENSIONAL VISUAL

1. MODELS, MOCK-UP
2. GLOBES, RELIEF MAPS
3. SPECIMEN
4. PUPPETS.

NON PROJECTED-2 DIMENSIONAL VISUAL

1. PICTURES
2. CUT-OUTS
3. MAPS [1]
4. POSTERS, CHARTS, [2] GRAPHS, DIAGRAMS [3]
5. CARTOONS, COMICS [4]

Interestingly the OHP can also be used for projecting opaque material such as cut-outs of animals and leaves and also for showing movements such as those of small living beings like ants and insects.

The OHP should not be used for projecting detailed verbal material or too many diagrams at a time, because a crowded transparency does not aid a presentation.



DEVELOPING A TRANSPARENCY

The material for projection on an OHP is prepared on a transparency. There are different methods for developing a transparency. Since they have a relationship with the source from where the visual material is drawn, let us consider the sources first.

The verbal material for an OHP based presentation might come from

1. the notes of the presenter
2. textbooks
3. reference material
4. organized data

Visual material can be drawn from

1. a textbook
2. a drawing
3. a dictionary or an encyclopaedia
4. an atlas
5. a photograph or a picture

Some visual materials from the sources above can be retained in their original size and form others might require enlargement or reduction. Yet others might require adaptation. Such as colouring changing layout, highlighting, selecting etc.

Methods of preparation

- ☐ By free hand writing/drawing using marker pens
- ☐ By using ready letter /cut-outs
- ☐ By using stencils for letters / diagrams
- ☐ By normal photocopying

USING A TRANSPARENCY

A transparency can be used either one at a time or as overlay. While using the transparency singly, the trainer, depending on the need, may display the entire material a time or show it in part, with suitable explanations/discussions in between



Example

The overlay technique is used when the trainer has some base material, such as an outline map and other filler material such as political boundaries of states or courses of rivers.



Reflection

SOME DO'S AND DON'T'S WHILE USING THE OHP:

Do's

1. Focus and position image before presentation
2. Stand to the side of the screen or more around so audience can see.
3. Turn of projector
4. Use six lines or less per visual use six words or less per line.
5. Letters should be at least 1/2". the larger the better
6. Use colour
7. Put captions on top. Have images in to two-thirds of visual position image at the top of the screen
8. Use pen or ruler to point
9. Use charts illustrations and cartoons
10. Use upper and lower case

Dont's

1. Focus and position after you are on the podium
2. Walk or stand in front of the screen.
3. Leave the projector on when you've talking about something
4. Write closely on the whole of the transparency sheet
5. Have images type-written or too small
6. Use black and white visuals only
7. Have images near bottom of the screen
8. Use finger to point

9. Use only words
10. Use only capital letter

Try also to know about the skills of using a poster, the size of the letters, location of the picture, the colour combinations etc.,

The most important issue whenever a visual is used that you need to provide an introduction as to what needs to be observed and should invariably be followed by an analysis.



Web Resources



Useful Web links

Visit the following sites for further details on using OHP

[Using Overhead Transparencies\[\[5\]\]](#)

[USING THE OVERHEAD PROJECTOR EFFECTIVELY \[\[6\]\]](#)

[Using an Overhead Projector \[\[7\]\]](#)



INTERPERSONAL SKILLS OR SKILLS OF MANAGING HUMAN RELATIONSHIP

A trainer deals with adult trainers. Managing human relationships on the training programme is a delicate but important aspect of trainer skills.

A trainer can choose from two approaches to the training programme and trainees.

✓ **Prescriptive approach**

- o Trainer is authority figure.
- o Trainer is the only source of knowledge and expertise.
- o Trainer judges.
- o Trainer talks, trainees listen.
- o Trainer attempts to preserve authority.

✓ **Collaborative approach**

- o Trainer is a colleague.
- o Trainer and trainee are co-sharers for knowledge and expertise.
- o Trainer understands.
- o Trainer considers listening as important as talking.
- o Trainer tries to help trainees to develop autonomy.

Ideally, the trainer should not consider himself/herself as the giver of knowledge and the trainees as the receivers of knowledge. Classroom presentation should be a process for mutual give and take. The trainees opinions, views and needs should be considered, This not only facilitates good relationship and atmosphere in the class, but also gives the trainer valuable feedback about what to include in his/her presentations.

Recognizing the strengths of the trainees is more important than commenting on the weaknesses. For example, after observing an activity, it is more productive to begin with the strengths of the trainee. Any observations about error, mistakes or weaknesses should be made in a tactful manner, so that the feedback session too becomes a learning session, rather than just a judging session. The process of giving feedback should instil confidence among the trainees, make them relaxed enough to open themselves up to views of others.

ESTABLISHING LINKAGES

While organizing a programme a trainer may have to work in collaboration with outside agencies like NGOs VECs, the local administration or even other units in a DIET. It is necessary to take these agencies into confidence before hand to ensure their co-operation. Links can be established with the agencies in the following way

- ☐ Open a dialogue with the agencies. Seek their co-operation officially. Make your objectives & expectations clear.
- ☐ If you receive a negative reply make alternative arrangements immediately
- ☐ If you receive no reply make a personal visit & discuss the issue with the person concerned
- ☐ On receiving a reply, take Further action immediately.
- ☐ There should be no delay in communication on your part.
- ☐ After the programme send a “thank you” letter to the agencies concerned



Activity

You want to conduct a 5-day programme on “Child’s Rights”. Which outside agencies would you approach? What community resources could you use?

Skills of Motivation

The Motivation level of the trainees has an influence on the success of the programme. If we meet a highly motivated group of trainees, they will participate fully in the programme. But more often than not, one are likely to meet a group that lacks motivation. It then becomes the responsibility of the trainer to motivate the group. Motivation level in a group depends on a number of factors.

1. Clarity of the objectives of the training.
2. The attitude of the trainer.
3. The personal background of the Trainees.
4. The physical setting, weather etc.
5. Effectiveness of communication.
6. The degree to which the topic of training relates to the needs of the Trainees perhaps a trainer does not have control over some of the factors listed above. For example, a trainer can do nothing about the personal life/problems of a trainee or the weather. A trainer can also do very little when two or more factors start working in combination. For example, the physical setting (a classroom with bad acoustics) can sometimes affect the effectiveness of the communication.

7. But there are a few things a trainer can do to ensure a certain degree of positive motivation on the course.
8. Inform the trainees about the programme well in advance so that they have time enough to reorganize their responsibilities, both professional and personal.
9. Be considerate and see how best you can help them to settle in.
10. Have a positive attitude and encouraging. There is nothing more de motivating than a cynical attitude on the part of the trainer.
11. Avoid personality clashes.
12. Make the physical setting as comfortable as possible
13. Plan well, so that the objectives are clear to both you and the trainees
14. Trainer to relate the course to the needs of the trainees as far as possible.
15. Don't distance yourself from the trainees adopt a collaborative approach and participate actively in the class.
16. Make the physical setting as comfortable as possible
17. Plan well, so that the objectives are clear to both you and the trainees
18. Trainer to relate the course to the needs of the trainees as far as possible.
19. Don't distance yourself from the trainees adopt a collaborative approach and participate actively in the class.



Reflection

Given are five factors that can motivate trainees on a programme. Reflect and add three more factors to the list.

FACTORS AFFECTING MOTIVATION

1. Make the aims and goals of the programme clear to the trainees.
2. Show interest in the trainees.
3. Ensure maximum trainee participation on the course.
4. Make the training experience enjoyable.
5. Identify trainee need and take them into account.



Summary

- ☐ Communication skills comprise verbal, visual, interpersonal skills, linkages and skills of motivation.
- ☐ Verbal skills include body language, Voice modulation, sequencing, integrating visuals, and simplicity and clarity of expression.
- ☐ Visuals skills mean the competency of using visual material (Transparency, chart, poster,

video, slide-picture etc) in transaction.

- ☐ Establishing linkages is another crucial skill for a trainer in a DIET as primary education is now being considered the responsibility of the community.
- ☐ The foremost skill is “motivation”. Motivation communicates.
- ☐ The trainers need to develop all these skills by practice and try to develop them among the teachers too.



Reading



For a detailed understanding, visit this Wiki Educator site:

[[1]]Interpersonal Communication

Prepare a one page summary of what you learnt from the site.

You can download Activity Sheet from here

- 1. Activity Sheet - Skills of Managing Human Relations**



THE ART OF COMMUNICATION

You are aware that communication is a process that occurs continuously and throughout our lives.

Some important concerns in this section are

- Listening
- Responding
- Effective Communication



Reading



Do This

You are required to visit the following Wiki Educator Site and perform the activities mentioned there in.

[\[\[1\]\]The Art of Communication](#)



MANAGEMENT SKILLS

Management is one among the skills needed for a DIET faculty. This sections deals with this functional area.



Objective

After reading this material and performing the activities mentioned, you will be able to

- ☐ understand the different components of management
- ☐ learn how to manage both material and human resources
- ☐ become more professional in your approach to management



Overview

IMPORTANCE OF MANAGEMENT SKILLS

Management is the art or practice of controlling and deploying resources, both human and material optimally. In a training programme, a trainer has to manage both human and material resources, in such a way that the performance of trainers improves and they develop their potential.

In this section we will discuss the skills a trainer requires to manage material resources and human resources. In another sub-section, we will discuss how a classroom can be managed.

MANAGEMENT SKILLS

Skills of Managing Materials

In any training situation, instructional materials play a major role. These materials must be managed and maintained to ensure that they are appropriate and available to the trainees when needed.

For purposes of resource management materials can be divided into four basic categories:

1. print
2. audio-visual
3. computer
4. real items



Example

Typical print materials are

1. chalkboards
2. posters
3. handouts
4. panel boards
5. self-instruction booklets/manuals
6. assignments
7. textbooks
8. pictures

Audio-visual materials include

1. overhead transparencies
2. radio and television broadcasts
3. tape and text programmes
4. filmstrips audio-tapes
5. C.Ds
6. videotapes

Computer based materials can include

1. computer programmes
2. multi-media programmes
3. computer-based training programmes.

Managing Instructional Materials

A Trainer should, before the start of a programme, make and keep a checklist of all the materials needed.

A trainer should decide

- o how many copies of materials are required
- o when they are required
- o whether there are facilities to get the materials types, photocopied etc.

It would be a good thing to check power points, cables, etc. a day before the AV aids are to be needed.

What happens when an OHP / cassette recorder does not work?

It is important for trainers to keep alternative materials ready and prepare for contingencies. A trainer who depends solely on one set of materials is bound to 'fail' at some point of time. A 'successful' trainer is one who can visualize not just the training programme but also prepare for contingencies.



Reflection

You have prepared a presentation on MLL. You have planned to use the OHP. There is a power cut on the day you want to do your presentation. What other strategies would you use to make your presentation interesting?

SKILLS OF MANAGING HUMAN RESOURCES

Much of the skills of interacting with trainees has been discussed in 8.3.3. In this section we will look at some other aspects of managing human resources. To have to become a learner again and sit in a classroom absorbing ideas and doing tasks is very often a difficult thing for adult learners. The trainer, who is also the resource person, should learn to manage this mindset of the trainees and see that maximum benefit is derived by the trainees on the course/ programme.

Let us consider the learning situation and the important events in that situation,

Gaining Trainee Attention

This is the most important step in a training-learning situation. How can a trainer gain and sustain the interest of the trainees? There are three ways of doing this:

1. use varied transactional mode
2. use relevant and interesting materials
3. be accessible to trainees

Informing the Trainee of the Objective

You need to inform the trainee of what is going to happen during the learning event so they can focus on that event and sort out what is relevant and what is not. Remember, trainees are adults and are capable of making the judgement.

Stimulating Recall of Prior Experience/Knowledge

Trainees should be able to put the new information/experience into a context based on what they already know. It is therefore important that the learning event contains something that causes them to recall a prior event/experience, evaluate it and use it as the foundation on which to build the present event. For example, brainstorming about the elements that go into micro-planing will help trainees recall and gather all points they know about this are. The next part of the session can be built on the outcome of the brainstorming session.

Presenting the Stimulus Material

When new material is presented, it is important to tell the trainees the facts, knowledge or skills that are associated with the materials and the context in which they operate.

Providing Learner Guidance

One of the most important things a trainer can do is to provide a means of encoding the information. In providing a means of encoding the information, In providing learning guidance, a trainer could show the steps involved in carrying out a task or suggest how the trainee could complete the task.

Eliciting the Performance

This is where trainees are expected to respond to all that has gone on before and demonstrate their learning. It is important that this part of the event is not confused with evaluation; learners here are still learning, they are not being tested.

Providing Feedback about Performance Correctness

In this part of the learning event, the trainer gives feedback to the trainees so that they can determine if they have performed correctly. If learning has taken place, trainees have to be able to judge how well they have performed according to set criteria. This is an important element in training programmes with adults if credibility of the learning event has to be established. The feedback should be given in a friendly, interactive mode, so that trainees are not put off by the idea of feedback.

Assessing the Performance

Performance assessment is concerned with trainees demonstrating their total understanding of the topic. A methodology appropriate to the topic of the learning event has to be evolved to assess.

Whether the outcome of the assessment is productive and positive or non-productive and negative depends to a large extent on the attitude and behaviour of the trainer.

All the points mentioned above deal with managing the learning-learner event in the classroom. The trainer, before during and after the course has to act as counsellor to trainees; guiding them in academic and non-academic areas. The trainer who knows and understands this role can be sure of running a more effective training programme than a trainer who sees his/ her role as limited to delivery training without taking into account the human aspect of training.

Before the training programme, the trainees might wish to know

1. What to study, what the content of the course/material is, and how relevant it is to their needs.
2. What technique to use. They might also wish to know something about time management.

In this situation, the trainer is an adviser. By sharing the apprehensions and hopes of the trainees she/he establish an important linkage and becomes a trusted counsellor. A trainer who lays down the law and say that something HAS TO BE DONE. Without discussing the matter with the trainees becomes a 'dictator' who will most probably be obeyed in letter if not in spirit. She/he might not gain the trust of trainees.

During the training programme, the learners may wish to meet the trainer outside training hours and discuss certain issues. These could

1. some problem with, the content of the materials, no matter how well they are prepared or Presented
2. doubts about how assignments should be done, how they should be prepared.
3. problem of coping with the course and the stress it generates. Or, they may have personal or study problems.
4. need of support in relation to their jobs -like getting permission to attend a programme, time-offer research etc. They may wish to know how to integrate their study with their work.

As mentioned earlier there may be problems that a trainer can do nothing about. Or there may be problems she/ he can deal with. In either case, being a patient and sympathetic listener goes a long way in sorting out problems. Advice given by a sympathetic listener has greater chances of being heard than the advice of a perceived 'unsympathetic' person.

After the training programme, trainees might need advice on

- ☐ How to train further
- ☐ How to improve their performance at the DIET
- ☐ What resources they can use to become better trainees

The linkage established sometimes ends with the valedictory function or a few hours after that, In other cases, it endures, supported through letters, telephone calls or occasional face-to-face interaction.



Activity



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Prepare a Write-up

A participant says: ‘Sir, I don’t understand anything on the course What would you do?’

1. report her to the principal
2. discuss what her problem is
3. ask her politely to study harder
4. do something else

A trainee comes and tells you that he cannot concentrate on his studies because he has many problems” His father is sick and his principal is harassing him for various reasons. What would you do?

1. write a letter to his principal
2. just listen to the trainee
3. help his father with medicines
4. do something else

From your answers, what do you feel your attitude to trainees is?



Reading

Read the following passage

The role of the academic manager might be summarized as:

Responsibility for the establishment and monitoring of sound learning programmes;

The proper selection and use of materials and hard- ware;

The in-service monitoring and development of staff. To the above may, in some case, be added teacher recruitment, organization of registration, and time-tabling. In short, the word,

the perceived success, or lack of success, of the academic manager will reflect not only his/her personal qualities and skills, but the willingness of the principal and/or proprietor to provide adequate financial aid, no less important, moral support. If all staff are mutually interdependent, some are more learned upon than others, and the DoS has traditionally been the whipping person (so to speak) for management and work-force alike. A thick skin and the qualities of Janus might well seem to be more essential qualities than a flair for interactive video. The corollary of this is that dull programmes, bored students, and grumbling teachers are as likely to be the result of poor senior management of staffing, training, and evaluation systems in the school, as of an incompetent or inexperienced DoS.

From “*The Rise and fall of Academic Management*” by Jenny Pugsley, ELTJ Vol.45/4 Oct.1991

CLASS MANAEMENT

The mind map below covers all important factors of classroom management The points about classroom management that we have discussed in other sections are:

- ☐ Personality of the trainer
- ☐ Types of Equipment
- ☐ Group dynamics

In this section we will consider some of the other aspects mentioned in the mind map

The Plan versus Flexibility

It is a good idea to prepare a lesson plan. It helps the trainer to know where she/ he is going, what the aims and means are. But it is very bad if the plan is rigid and has no flexibility .A rigid lesson plan makes a trainer ‘blind’ to the needs and responses of the trainees.

In the training situation, the ideal lesson plan should be in terms of check lists. The general areas could be:

What is to be taught? (Contents)

What are you going to do in the lesson? (Methodology)

What aids are you going to use? (Materials)

Anticipated difficulties (Crisis Management)

The trainer could ask himself/herself some questions before the lesson/training session.

1. Are the trainees going to learn something in this lesson?
2. Are they going to enjoy the lesson? Is it going to be varied and satisfying?
3. Does the lesson/session as a whole have a sense of coherence and purpose?
4. Does the lesson/session connect up with what went before? Is there linkage?
5. Is the lesson/ session opening up new areas of knowledge and practice?

If the answer is YES, then the lesson/ session is sure to be a success.

Giving Instruction

Instructions don't just happen. They have to be planned carefully. Planning instructions helps the trainer to be clear, natural and unambiguous.

Once instructions are planned, the trainer has an opportunity to check through the instructions and see that errors are eliminated. The trainer can also grade the instructions.

Group Dynamics

The most difficult factor to control in group work is time. It is very easy to lose track of time when group work is going on. The reasons could be

1. The trainer might dislike disturbing the group when they are absorbed in group work
2. The trainer himself/herself may not be aware of the passage of time.
3. The trainer might want the results of the particular group work, and may so allow the group work to continue

If the timings are not adhered to other components of the course get disrupted. So keeping to the time while doing group work is very important.

Planning the group work in detail helps the trainer to get an idea of the time the activity will require.

A good idea for the trainer would be making a note of the approximate time required for different activities in the lesson/training session plan. This will keep the activities on track.

Once the trainer is aware of the time available for group work she/ he can pace the activity accordingly. Do the groups brainstorm for 5 minutes and come up with a few points or do they discuss in detail for 30 minutes and come up with a presentation? Such questions are solved when the trainer is aware of the time factor. The other issues relating to group work have been discussed in detail elsewhere.

Class Seating Patterns (Who Sits Where?)

In a traditional classroom, the pattern of seating (which incidentally reflects the pattern of teaching) is as follows:

The teacher keeps moving from group to group to check whether the task is being carried out satisfactorily.

In pair work, where student work simultaneously in pairs, the teacher is again available for help.

The three patterns mentioned are appropriate in both teaching and training situations. In a training session however, a few more patterns, based on the type of transaction are available possible for PANEL discussion.

You will notice that the trainer has to maintain a low profile in some types of activities; in others she/he works collaboratively; at other time she/he is totally in the background, only responding when trainees ask for help.

For good classroom management, a trainer should know and plan the level for a control she/he should exercise for a level of control she/he should exercise for a particular session or training.



Activity

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What items would you include in a 'code of management' for a group of teacher trainers? Make a list and say how you would present it to the trainees. Think of the activities you most enjoy and least enjoy in your training classes. Do you see yourself in the classroom more as a 'leader' or a 'manager'?



SOME GUIDELINES

Let us finally sum up what a trainer should be able to do to manage a class successfully. Given below are some points

1. Attract attention.
2. Start-up, greet, socialize.
3. Deal with different space and furniture arrangement.
4. Deal with early arrivals and late comers.
5. Ask people to do things.
6. Thank people.
7. Elicit information.
8. Praise
9. Indicate error.
10. Explain things
11. Check understanding.
12. Describe narrate.
13. Query meaning
14. Handle discipline problems.
15. Offer and accept help and apologies
16. Move to closure.
17. Close.
18. Predict what's coming next time.
19. Set tasks.
20. Vary style of voice, movement & manner
21. Be normal, be human. (from woodward, 1991.p.50)



Summary

- ☐ Good management depends on the awareness a trainer has about his roles
- ☐ almost everything on a training programme depends on the trainer
- ☐ the quality of a training programme depends on the personality and professionalism of a trainer



Activity

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Give the following list to your trainees at DIET. Ask them to either observe your lesson or that of another trainer. (If it is a colleague of yours it would be a good idea to inform him/her of the task and get his/her permission for the trainees to do the task!) Ask them to tick the words they would use to describe the trainer.

relaxed, innovative, authoritative, resourceful, hard working, well-in-formed, well prepared, dynamic, clear, accurate, creative, enthusiastic, systematic, initiative, patient, caring, attentive, flexible, intuitive.



Competency

Questions for Self Check

1. What do you mean by the term 'Management'?
2. What management skills does a trainer need? Why does he/she need them?
3. Make a classified list of all the instructional materials generally used on a training programme?
4. Are all the materials listed at (3) readily available during a training programme? What precautions does a trainer need to take so as to ensure that a training programme does not suffer for want of some of these materials?

Self-Check Questions

1. A class can be considered a miniature society with its own distinctive characteristics. List some points in support of this statement.
2. A class generally creates/provides opportunities conducive for formal learning and teaching. List all the factors that affect a formal learning /teaching' situation in a class.
3. What skills does a trainer need to manage a class during a training programme?
4. List some questions a trainer might need to. ask himself/herself so as to manage his class efficiently.



Web Resources



Useful Web links

You would agree that an effective trainer is one who understands his/her strengths and weaknesses fully.

You could visit the Wiki Educator Site given below, if you wish to understand your "Self"

[[1]]Self Esteem and Self Improvement



TRANSACTION SKILLS

CONTENTS

1. LECTURE
2. GROUP WORK
3. BRAIN STORMING
4. PANEL DISCUSSION
5. EXPERIENTIAL LEARNING
6. CONDUCTING TELECONFERENCING



Objective

This section helps you to

1. Understand different techniques of transaction and needed appropriate skills.
2. Understand the use of appropriate use of skills for transaction.
3. Understand the relationship between the objectives and type transaction needed.

You can download Activity Sheet from here [Activity Sheet - Transactional skills](#)



ABOUT LECTURE



Objectives

After reading this material and performing the activities, you will:

- o Become aware of different ways in which information can be transferred in a training session.
- o Be able to plan your own sessions in a more ordered manner
- o Introduce variety into your training sessions.



Activity

Recall from your memory some of the best lecturers you have come across in your student days. Identify the characteristics of their presentation that impressed you so much to remember to this date.

WHY LECTURE IS POPULAR AMONG TRAINERS?

A lecture is the most familiar and popular form of classroom transaction at higher levels of education/training. Let's consider why a lecture method is so popular. Here are a few advantages you may wish to consider.

☐ It does not require extensive human resources. One lecturer can lecture to a large group. On the other hand, group work requires a large number of trainers/resource persons.

☐ Provided there is adequate accommodation, it is administratively easy to arrange a lecture.

It is economical in terms of materail, space , man power and time.

The minimum that is required is:

- ☐ Adequate number of chairs/seats/a carpet/mat
- ☐ Lecturer's table or lecture
- ☐ A public address system if the group is large.

☐ Adults do not necessarily appreciate a lesson approach, especially if the style adopted is based on school practice. A lecture method is therefore a, safe' method.

☐ The lecture mode, how- ever, has certain disadvantages

☐ There is little scope for getting feedback

☐ Sustaining audience attention is difficult and requires a high degree of skill. A lecture, that is basically "A straight talk or exposition, possibly using visual or other aids, but without group participation other than through questions at the conclusion" can however be made more interactive and interesting.

Here are a few ways of making a lecture interesting

1. Maximize the human contact aspect. This can be done by maintaining eye contact. That is, don't lecture to the ceiling or some point in space above the heads of the audience.
2. Talk to the audience, take them into your confidence. Do not talk down to them as if you were superior to them.
3. Introduce variations. A few simple techniques are mentioned below.
4. The audience, during a lecture, often wants to take notes. Tell your audience you will indicate when during your lecture they can take notes. (you will know what are the important part of your lectures are) At other times, the audience listens.
5. Introduce worksheets that check audience understanding up to that point. This is especially relevant for content areas like grammar or mathematics.
6. You could also pause in your lecture and ask questions about the topic of your lecture/what you have said sofar. This is called the 'quiz method.
7. Punctuate your lecture with audio-visual materials. This could be tapes, charts, OHP, Video etc. It can be quite difficult to listen to a lecture without a break/ change for 40 min. or more.
8. You could try and introduce interactive tasks where the audience talk to each other in pairs/small groups on an issue/point you have raised in your lecture. When the

audience reports back, you will get feed back about your lecture, the points you have raised there as well as how the audience is thinking.

Given below are some points that relate to lecturing.

- Be thorough about the topic you are lecturing on.
- A lecture with a superficial knowledge of the topic can be spotted quickly, and the audience often feels cheated.
- Make notes of all important points. You need not write out the whole lecture, only the very important points.
- Professional lecturers use ruled cards, about 14 cms X 8 cms, to make notes. These cards are easy to handle and use and you don't need more than 5 to 6 cards per lecture of 45-60 minutes duration.
- It is a very good idea to sequence your ideas in a way that is most effective. Your notes should reflect this sequence.
- While preparing your notes, build in proper examples too. An example should help the trainee understand the concept/idea you are trying to put across. Inappropriate examples often confuse and mislead trainees.
- Decide on the type of language you will use while lecturing. It is always advisable to use simple, clear language. The vocabulary should be appropriate to the topic.
- A good idea is to use linkers, i.e. words like therefore, so, because, however, first, next, finally, but, though. These linkers help listeners to follow the development of your ideas in the lecture.
- A technique some lectures use to prepare for a lecture is to make a list of all possible questions they can think of about the topic. It is a type of 'personal' brainstorming. This technique helps a lecturer to be prepared to answer and tackle all points related to the topic.
- Content sequencing may change according to the type of objectives, group,time available and back ground of audience.It can be simple narration, question answer basd chian,thought provoking refelctive presetation,logical deduction, and many more.



Example

Here are some questions about Dictation that a lecturer can ask himself before preparing for the lecture

Who dictates?

Should we dictate words/sentences at the primary level?

How should the words/passages be read? At what speed?

Another technique is to listing out all possible elements and then selecting the most important/relevant ones for the lecture. The choice of elements will depend on the level of the audience, the type of audience, the purpose of the lecture and the time available.

The lecturer decides on all items that could be included in the lecture. S/he reduces these to those elements that should find a place in the lecture. These should are further reduced to elements that must be included in the lecture.

Some lectures prefer to use a more formal format for lecture notes. The aim of using this is to make it available to others if required.

A sample format is given below



Reflection

Below given is a suggested lecture plan. Reflect whether you agree with its components. If not what kind of chages would you like to bring to this plan

THE LECTURE PLAN

Name of Trainer :

Subject :

Location :

Time available

Aids reqired :

Size of group :

Objective :

Feed back :

TIME

CONTENT

AIDS

Preparing for a Lecture

An effective trainer prepares his/her lecture carefully. As students/trainee's, You most probably very quickly spotted a lecture who had not prepared his/her lecture as against one who had made careful preparation.

Physical Aspects

Two physical aspects that influence the effectiveness of a lecture are

1. The lecturer's voice
2. Body language.

Voice

The skills involved in using the voice effectively are:

1. Voice modulation or controlling the variations of volume, tone and pitch. Actors and actresses get special training in voice modulation, but this skill can help lecturers too to make their lectures interesting.
2. A lecture delivered with the same volume, pitch and tone tires listeners, and they tend to stop paying attention after time.
3. Voice projection or the ability to throw one's voice. This is an especially useful skill for a lecturer who has to address a large group.
4. Volume modulation to suit the audience size. A trainer should be able to increase/decrease the volume of his/her voice according to the size of audience.
5. Pauses a pause used at the right place can be very effective. An effective trainer, knows where to pause and for how long. A pause can also get back the wandering attention of the audience.

Body language

The use of body language emphasizes and aids communication. The use of your hands, body movement, gestures and posture communicate non-verbally your mood, interest-level, involvement, attitude etc, to the audience. Using body language appropriate to the context and situation can aid communication. One should be careful in using body language. It can confuse the audience if your verbal message and body language contradict each other.



Activity

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Imagine that you have to give a lecture on word processors. Complete the mind map including all possible points. Then reduce these to the points you will actually use in the lecture. Say who your audience are, their level, and the time available. Write out at least one objective for the lecture.



Reading



Please go through this material on presentation skills to get a better idea of the skill

[\[\[1\]\]Presentation Skills](#)



GROUP WORK

WHAT IS SMALL GROUP WORK?

Human interaction in a society takes place in several forms. The most common form is interpersonal interaction between two persons. Looking at our daily routine, it is evident that a large number of our activities throughout the day require interpersonal interaction, that is, interaction with one or the other person.

A small group is a collection of more than two persons. It is not only interpersonal. Usually, a small group has a common objective, stable membership, a clear boundary in terms of physical space and time. The importance of a small group lies in the fact that experience can be shared and reflected upon.

In educational terms, the process of interaction with others in a small group provides the motivation to learn as it generates ideas and helps in analyzing experience. Therefore, the importance of organizing small group activities in a training programme cannot be minimized. It not only promotes individual identity but also provides scope for expression of inherent talents. Moreover, it develops one's efficiency in carrying out given assignments effectively. Organizing small group activities

In organizing small group activity, the size of the group is a crucial factor. The size of the group should be determined on the basis of:

- (a) The total number of participants on a training programme.
- (b) The type of group activity.

The size of the group can vary between 5-8. If a group is very big. The level of participation can suffer. The smaller the group, the higher the achievement.

The composition of the group need not always be homogeneous, though it can some-times be desirable. The feeling of cohesiveness emerges when all the members of the group work towards achieving a goal-in educational terms, completing a task.

Group leadership

Leaders are normally those who provide direction to others. Leadership in a group is based on the skills of managing a process and not on person. In small group dynamics, leadership is task dependent. Indeed, leadership functions are performed by different members of the group based on the demands of the task. In a group, it is possible to observe different leadership roles being played by different persons at various points of time.



Leadership role in a small group, however, has six functional dimensions:

1. Setting up an agenda
2. Calling a meeting
3. Initiating discussion or group activity.
4. Classification of goals
5. Mediating, maintaining momentum of activity
6. Evaluating group progress.

There are certain established group norms which, as far as possible must be adhered to. There must be willingness on the part of all members to participate, be reasonable, be un-aggressive, and be truthful. Each must allow the other the freedom of thought and the potential of each member must be tapped. There must be mutual respect between members of the group.

Example

A series of questions are given to the participants to discuss, come to a consensus and do a write up. One member of the group is elected secretary/reporter.

1. What is observation?
2. Who observes?
3. Who is being taught during the observation?
4. What is observation for?
5. What can people do when they are observing.

Post-group work

After the group work is over, the conclusions arrived at can be shared with the rest of the class.

This sharing can be done through:

- (i) reading/presenting a report of the conclusions
- (ii) poster presentation, where the main conclusions are visually displayed.

The post group sessions should be interactive in nature. For example, it is not enough to display posters. Group members should describe/ explain to others what the posters mean, what they signify.

Workshops/practical sessions, these emphasize the completion of a task that has a highly specific, observable outcome. For example, preparing teaching materials including teaching aids can be a workshop activity.

✓ The advantages of group work

1. They provide for trainee centered learning
2. They establish a common experience, shared by all members of the group.

3. All participants can be actively involved and their attention and motivation are therefore more easily maintained.
4. Group work enables the practise of complex interpersonal skills.
5. Group work focuses on the process rather than the product.



The disadvantages of group work

1. They require careful preparation and planning to be effective. A badly prepared group task has more negative effects than a badly prepared lecture
2. Trainees might approach group work as ‘high relief’ from the more formal mode (lecture) of training
3. Finding appropriate tasks is quite difficult.



Reflection

Given below is a worksheet prepared for a group work. Do you agree with its contents? If not what changes would you like to make to it?

A WORK SHEET FOR GROUP WORK

In groups, discuss the organizing an exhibition with the theme ‘Non-conventional energy’

Plan :

The number of exhibits _____

The type of exhibits _____

The space required _____

Any special needs (like a generator) _____

The persons who will attend the exhibition _____

The timings _____

Inauguration and closing _____

Prizes for best exhibits _____

How long it will take to set up _____

Any other points _____

(Present your groups plans to the whole class. You can prepare. Posters/charts displaying your groups’ decisions.)



BRAIN STORMING



Overview

Brainstorming is a kind of group activity that is used to generate a lot of ideas. Trainees are encouraged at the beginning to think ideas, not matter how silly or far-fetched. Every suggestion is recorded. Decisions about the practicality or feasibility of the ideas are made later. We do brainstorming not only in educational contexts but in other contexts too, as for example in the family context. Let us consider some important features of brainstorming. The group can be small or large, but not as large as a group that gathers for a public lecture.

Organization

Trainees should be seated facing towards the main writing space, for example, a blackboard.
Time

No preparation time is needed. In class, approximately 5 to 10 minutes should be spent on this activity. The time for follow-up activity will vary depending on what the brainstorming is used for.

Procedure

The trainer selects a central theme; for example, child-centred learning. Trainees call out spontaneously and rapidly ideas connected to the central theme. The teacher educator writes these on to the board without comment. The words/ phrases are written in random order.

Level or type of participant

Any, since the theme is chosen to suit the trainees you have in mind. After the brainstorming

The brainstorming can be followed up in the form of discussion of the ideas generated. Or, the items gathered can be prioritized. Alternatively, some form of homework/writing assignment, lecture, or workshop can follow.

The activities can be trainer-led or done in independent groups. Beliefs

The beliefs that underline brainstorming should be understood to make such sessions effective. Some important beliefs are:

1. Trainees like working in plenary.
2. Ideas, if not judged or assessed will flow freely.
3. It's easier for people to think of ideas if they don't have to classify or prioritize them at the same time.

Seeing and hearing other people's thoughts trigger more of one's own.

✓ Qualities a trainer should possess

To make brain storming effective, a trainer should possess these essential qualities:

1. She/he should be non-judgemental of the trainees ideas. If she/he is judgemental, ideas will not flow freely.
2. She/he should be comfortable being a silent scribe. It is not always necessary for the trainer to take centre-stage.
3. She/he should understand that it is not always necessary to take a position on everything that comes from the trainees.

Reason for brainstorming

1. To find out what trainees know! remember! associate with a particular topic.
2. To share the initial thoughts of the group publicly, so people can see who knows! thinks what.
3. To tune a group into a topic.
4. For review.



Activity

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Of the following topics, which one would be best suited for brain storming? Why?

1. Making Bangalore eco-friendly.
2. Preparing hydrogen gas
3. Treating dyslexia
4. Visual aids for primary classes

Conducting Brainstorming



Read the following conversation.

A: How can we keep our city clean?

B: You should make everyone vacate the city!

A: Don't speak rubbish. I am serious.

B: Well.... I am not sure....

How do you understand the above conversation?

Did A get a solution?

What do you think of the solution given by B?

Do you think it was wise on the part of A to comment on B's response?

What happened after B heard the comment? Did he give any more ideas?

The thinking of people can be separated into two parts.

1. Thinking part/ideation part
2. Evaluative part

Can you now see who belongs to which group? Who's doing the thinking and who is doing the evaluation? In most of our day to day transactions we associate evaluation with thinking. We also assume that thinking without evaluation may lead to unruly behaviour. We want every step of ours to be in the right direction. But when it comes to thinking, if evaluation precedes thinking, the very act of generating ideas may suffer a set back. As shown in the conversation above, B stops thinking. Probably it would be good if we can separate thinking and evaluating. We always have the option of dropping the ideas that we don't need. But if we expect only right ideas then ideas may not appear at all. It is in this light that a technique called brainstorming is thought of.

Brainstorming involves intentionally separating thinking from evaluation.



Activity

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What would be the advantages of separating evaluative part from thinking part? Please list your observations below. The Americans name these two parts as Green Light Stage(Thinking part) and Red Light Stage(Evaluative part). Alex F. Osborn suggests a few principles for thinking part.

1. Free wheeling is emphasised. The idea may be funny, crazy or costly, please feel free to say it.
2. No criticism is encouraged, either of the self or of others. Non-verbal criticisms also are not permitted.
3. Quantity breeds quality. You are permitted to say as many ideas as possible. The chances of qualitative ideas are more among so many.
4. You can add to others' ideas by way of borrowing their ideas and adding your part to them.



Reflection

Visit the following web site to know more

<http://en.wikipedia.org/wiki/Brainstorming>

Now you have read quite a lot of literature on brainstorming.

1. How do you think is this technique useful to you as a trainer?
2. When is brainstorming as a technique useful?
3. Is the philosophy behind this technique useful to you as a thinking person?
4. Would you like to use this technique to brainstorm yourself to generate new ideas?}}



Discussion

Discuss with your colleagues and list the merits of each one of the principles and the uses of this technique.

The Steps

You are like the conductor of an orchestra. In a training programme of yours, teachers would come with different backgrounds. Ask them to sit in a circle. Then appraise them of the principles discussed earlier. Before you ask them to ideate on a general topic such as - how to make your city environment friendly? - tell them a few jokes so that they laugh enough and feel free to think about the topic.

The steps of conducting brainstorming in a group are:

a. Getting ready for the brainstorming.

Ask a friend of your to copy down all the ideas as fast as he can. Or appoint a stenographer to take down the ideas or taper record the whole session without the knowledge of the participants.

b. Warm up session

c. Ideation session

Your job will be that of a facilitator, encouraging them to come out with different types of ideas, never commenting or criticising any ideas.

d. Conducting evaluation session – many times this will not be conducted by the person in charge, in turn the ideas will be handed over to the concerned head of the department.

e. Highlight before the group the quality of ideas, novelty of ideas and the number of ideas.



Reflection

1. What would you do with the ideas generated in the session? Would you like to take some action on them?
2. Do you think it is possible to give certain projects based on the ideas generated in the brainstorming session?

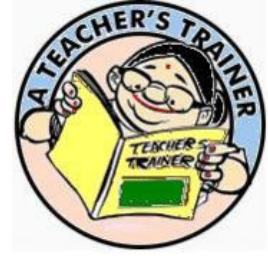


Activity

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Organise a brainstorming session in your class. Note down your experiences in conducting the session. You are likely to have some questions.



PANEL DISCUSSION

This section deals with the panel discussion, which is used by a trainer in a training programme.



Overview

A series of questions on panel discussion as a mode of transaction has been asked and the answers given. Together, they form the content of panel discussion.



Definition

What is a panel discussion?

A panel of experts is set up to discuss a topic that cannot be easily resolved by just one or two persons.

Who takes part in a panel discussion?

There are three sets of participants in a panel discussion.

They are :

1. The panel members who consist of experts in the field concerned.
2. The audience of selected students/trainees/participants and teachers. who ask questions of the panellist.
3. The moderator who initiates the discussion, questions, synthesizes and summarizes the key points.

The word '**panel**' means a group of experts. The discussion held among these expert members in front of an audience could be called panel discussion.

The panel would change from subject to subject, but there would be an anchor person, who would introduce the panelists, receive questions and distribute them to the panelists upon their specialization..

The panel for a topic ‘ **The effect of housework on children**’ may include a child specialist, a child psychologist, a teacher, an educational administrator and a journalist.



Activity

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Suggest the panelists for the topic ‘effect of burden of books and other materials on primary and nursery children’

1. -----
2. -----
3. -----
4. -----
5. -----
6. -----

What topics can be taken up for panel discussion?

When the theme or topic tends to be complicated and controversial in nature, a panel discussion often helps to clarify issues. The difficult aspects of the topic are considered in a systematic and objective manner.

How is a panel discussion set up?

1. Experts in the field are invited as panelists.
2. There is an invited audience of trainers and trainees or teachers and students.
3. Questions on the proposed topic are collected in advance from the audience and handed over to the panelists
4. Questions are generally classified according to the sub-topic/ aspect/ dimension of the proposed theme. The panelists come prepared to the panel discussion.

How is a panel discussion conducted?

1. The moderator introduces the theme of the discussion to the participants. The moderator also initiates the discussion on the issue under consideration.
2. The questions are then addressed to the panelists in a pre-determined order.
3. The panelists are called (in a pre-determined order) to express their views

4. Later, panel members may react to, respond to or complement the views expressed by co-panelists.
5. At the end of the session, the moderator integrates and synthesizes the different points of view and presents them to the audience.
6. If there is time, the moderator can call for further questions
7. Finally, the moderator sums up the discussion and highlights the key points.

✓ What are the advantages of a panel discussion?

1. *It facilitates clarification on knotty issues.*
2. *It highlights the multi-dimensionality of the issue under discussion.*
3. *It helps to develop critical thinking in both panelists and the audience*
4. *It fosters logical thinking*
5. *It develops presentation skills.*
6. *It teaches students to think of the issues under consideration and ask relevant questions.*



Activity

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1 Watch a panel discussion on the TV and make notes

If you were attending a panel discussion on Universalisation of Elementary Education as the audience, what questions would you ask? List out the questions.

2 Visit the following links and find out other ways of conducting panel discussion.

<http://www.historians.org/Projects/GIroundtable/Discussion>

http://www.historians.org/Projects/GIroundtable/Discussion/Discussion4_2.htm

http://www.historians.org/Projects/GIroundtable/Discussion/Discussion4_5.htm

http://www.historians.org/Projects/GIroundtable/Discussion/Discussion4_1.htm

<http://www.historians.org/Projects/GIroundtable/Discussion/Discussion4.htm>

3 Discuss among your colleagues and reason out as to why there should be panelists of different backgrounds.

4 Conduct panel discussion with your teacher trainees as the audience and record your experiences. Please make arrangements for recording the discussion and the question and answer session by a stenographer or tape record the whole event. Hold a discussion with your teacher trainees as to how it could be improved.

5 Discuss with your colleagues and develop a set of criterion for assessing the panel discussion.



EXPERIENTIAL LEARNING



Overview

EXPERIENTIAL LEARNING

One of the ways in which a transaction in a training context can take place is through experimental learning. In this mode, the trainees act as learners and do whatever a learner is supposed to do. This experience gives them insights into how learners learn (strategies) and what training/teaching strategies work in class.

Read the study material **Conceptual Basis of Experiential Learning** to know the conceptual basis.

Topics / Themes

Any -content area can be used as the topic/theme for experiential learning, for ex- ample, initial reading, life science topics etc.

Time

If a session is for 45 minutes, 30 minutes can be used for experiential learning. The rest of the time can be set a part for a plenary where the experience of the group is gathered and consolidated.

Types of experiential learning

There are two main ways in which experiential learning can be set up

a) Peer demonstration & observation

- o Here the trainer divides the class into 'trainees' and 'observers'. The 'trainees are put through the 'class'
- o The 'observers' observe the 'lesson' for points of methodology,
- o At the end of the 'class' the group gets together and discusses the experience from the point of view of 'observers' and 'trainees'
- o The discussion is consolidated

b) Whole group work.

Here the whole group undergoes the 'experience' of learning. At the end of the class, the trainer elicits important points through discussion and consolidates them.



Activity

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- 1) What types of topics lend themselves to experiential learning? Tick your choice.
 - a. Note making
 - b. Media in education
 - c. Simultaneous equations
 - d. Theory of relativity
- 2) Give reasons for your choice.
- 3) From the choice you have made above, design an experimental activity. Design it for 20 mins for a class of 30 adult learners.

Organising Activity based learning

Activity based learning is also an approach used for providing concrete experiences in learning.



Overview

Introduction

All children are naturally motivated to learn and are capable of learning and it takes place both within and outside the school. Though children learn in a variety of ways both individually and in groups the NCF 2005 states that the children require opportunities to learn through making and doing things, experience, experimentation, reading, discussing, listening, thinking and reflecting and expressing oneself in speech, movement and writing. Even the NPE 1986 advocated a 'child-centred and activity based process of learning'. Therefore, it becomes the responsibility of the teacher to create a learning environment by following an appropriate approach and help children to construct their knowledge.



Web Resources



Useful Web links

These web sites have some material on activity based learning

http://www.ucalgary.ca/~corbett/virtual_instructors/index.htm <http://www.mikeandken.com/>
<http://www.hindu.com/2007/04/02/stories/2007040204000200.htm>
<http://college.hmco.com/education/pbl/background.html#Features>



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Learning can be a result of different approaches followed by you as a teacher. What approaches are usually followed by you in the class? Please list them down.

Conducting Role Play

The word '**role**' implies accepting a part in a sequence and play means acting it out. Role play is more flexible compared to a drama. The drama will have a fixed theme, the conversations being prefixed, the sequence of events being rigidly followed etc. The role play does not have any one of these.



Activity

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List out the characteristics of a drama according to your experience.

In a role play the theme may be there, but the conversations will have to be evolved by a group of students or actors. Sometimes role play is done without having necessary rehearsals.



The steps of role play are like this.

1. Fixing a theme or deciding on a theme which is topical .
2. Deciding on the type of role play, the type of roles, the number of students required and developing the conversation in a flexible manner.
3. A small rehearsal, where the conversations are evolved.
4. Enacting the role play
5. Feedback by the teacher or the teacher educator

When you consider a textual content the steps might change. For example, when you want your students to practice a particular function in a language learning situation, you might use the dialogues given in the lesson.

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<p>Visit the web and find out the steps of conducting a role play according to different authors. In your circumstances which steps would you like to adopt?</p>	

The themes may be like water problem in your city, discrimination of castes in the locality, the beggars' problem etc. The number of roles and actors gets decided on the theme selected.

 Activity	Send the Completed Activity Sheet to: bhatvd@yahoo.co.in 
<p>Taking a problem of your city develop a small skit. Develop the conversations which are subject to change depending on the actors.</p> <p>Feedback by the teacher or teacher educator is a special aspect in role play, as it is used in educational settings.</p>	

In the above listed approaches who plays a major role? Is it you or your students?

Examine each of the activity and write what role is played by the teacher and what role is played by the students in performing that activity.

Let us take the example of role play.

There are certain approaches wherein students play a major role and learn by doing. They perform certain activities. Name some educational activities that can be taken up in your class, major tasks being performed by the students.

Example: Preparing charts

Let us now pick some of the above activities and try to organise them in the class by relating them to a lesson.

Which activities did you choose?

To which subject and topic would you like to relate?

Subject _____ Topic _____

Let us plan for organising activities in **Social Sciences** on the topic **OUR AGRICULTURE**.

No. of students: 40

No. of groups: 8 **No. of members in each group:** 5

Sub topics:

Group 1: Meaning and types of agriculture

Group 2: Condition of Indian agriculture before Independence

Group 3: Progress made in Indian agriculture after Independence

Groups 4,5 and 6: Food crops

Groups 7 and 8: Cash crops

Activities required to be performed by each group:

1. Collecting information
2. Preparing charts and maps(wherever needed)
3. Collecting samples(wherever possible)
4. Downloading pictures from internet
5. Group discussion

Time given for making preparation: Two weeks

Time given for performing the activities in the class(final form): Four teaching hours

Time given for group presentation of the work followed by discussion: 30 minutes per group

What instructions would you like to give to the students from forming the groups till the discussion?



Activity

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Try this activity in the class and find out what are the outcomes of the activities.

Will you try to organise another activity to teach some other subject or topic?

Organising Dramatisation



All of us have seen dramas, both traditional and modern. There are different types of stage presentations like absurd theatre, street plays, yakshagana, etc. We all know that dramas have entertainment value. Do they also have educational value? Can we use the theatre techniques for enhancing classroom learning?

The drama means a pre-decided set of conversations spoken out, with acting of the actors, accompanied by gestures, music and dance and with special effects as the case may be.

The drama invariably has a pre-decided written parts, be it in languages, social studies or sciences. The ready made drama in science are very small in number, but the dramas in languages and social studies are many. It requires an interested teacher to identify the theatrical part in the lesson and sometimes he or she develops the conversations too. He/she has to identify students who have a knack for acting and allot roles to them. Rehearsals are many in number with or without music or costumes. To start with there may not be music in instruments but slowly they are all introduced.



Activity

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1) The definitions of drama range from simple presentation to an act of telling good lies.

Visit www and find a few definitions and compare them.

2) Identify the theatrical elements in social science textbook of VI or VII standard.

The steps involved in dramatisation are

1. Determining the theatrical element in the lesson
2. Searching and finding a play suited to that theme in the lesson
3. Modifying the play to suit the lesson
4. Deciding on the students who would fit the different roles in the drama
5. Allotting roles to different students and asking them to copy down their part of the conversation
6. Giving time to the students to mug up the conversations and understand the theme of the play
7. Rehearsals as many as required
8. Rehearsals with costumes on
9. Enactment of the drama
10. Feedback on the suitability of the drama to the historical theme or linguistic theme, the actors, their acting etc.



Activity

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1) Visit www and find out the difference between role play and a drama.

2) Develop a small piece of conversation between Alexander, the Great and Porus.

In dramas of schools and colleges the costumes may not be custom made or from a theatre company. They may be improvised, somewhat ordinary compared to professional dramas.

Some dramas are action oriented but others are speech oriented. The teacher or the teacher educator has to take a decision regarding the theme and the type of actors available in the school. For example, the drama on 'Krishna, the child' will have more action and special effects, where as the drama on 'Kitturu Rani Chennamma' will have more emphasis on words.

The teacher has to keep in mind the cost involved, time available and the school's philosophy before deciding on which drama to stage.

Many dramas require permission to be taken by the original authors. Courtesy demands that the author is requested for permission in advance and the royalty if any, can be paid.

You can download Activity Sheet from here Activity Sheet-Organising Group Based Activities



CONDUCTING TELECONFERENCING

Conducting Teleconferencing

We have all attended teleconferences. Some of us have the experience of being panellists in teleconferences. The type of teleconferences that we conduct in Karnataka, as of now, have two way audio and one way video communication. Teleconferences are good if we are to meet a large number of teachers in a short time. Right now(January, 2008) Karnataka has downlink facilities in 167 BRCs, 20 DIETs and 1 CTE. All the government primary schools in Gulbarga and Chamarajanagara district have this facility for the relay of EDUSAT programmes for schools.

Teleconferences have the unique advantage of bringing the best of resources to one forum to make it available to all the concerned people. Teachers across the state can interact with experts and clarify their doubts. Also, it is possible to provide uniform inputs to all teachers at the state level through teleconferences. In the coming years two way audio and video interaction teleconferences are going to be very important means of teacher training. Perhaps we may be seated in our own DIETs and still interact with teachers and DIET faculty across the state.

In this section you will develop a deeper understanding of the possibilities of teleconferencing, the kind of preparation required for organising teleconferences and



[1]Teleconferencing

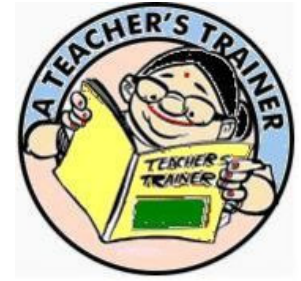
[[2]]Teleconferencing

[[3]]Teleconferencing

LET US KNOW ABOUT VIDEO CONFERENCING

Video conferencing is one of the derivatives of teleconferencing. Study this document on video conferencing and find out how to organise a video conference.

Organising Video Conference [4]



EVALUATION SKILLS

CONTENTS

1. PROJECT EVALUATION
2. PROGRAMME EVALUATION
3. CONTINUOUS AND COMPREHENSIVE EVALUATION
4. PORTFOLIO ASSESSMENT
5. KSQAO and KSQE



Objective

This section helps you to

1. Understand what is visual communication
2. Understand the appropriate and inappropriate use of visuals in communication



PROJECT EVALUATION

This section would help you know more about project evaluation.



Definition

A project is a social activity carried out in a group setting. The activity can be connected with science, humanities or language as the DIET curriculum demands.

A project follows steps like this.

1. Identification of the project idea.
2. planning
3. Execution of the project.
4. Reporting
5. Evaluation

Let us understand the steps of a Project

The steps can be understood with the help of an example. A B.Ed., student raised a question that whether density increases or decreases when seeds are soaked. This problem was taken up for the project.-----

STEP-1

Similar to the example given above you can be able to identify a few problems.

The teacher educator or staff incharge has to visualise the process of the project and allot work to the D.Ed., students. The process involves finding density of the seeds after soaking them for 30 minutes, 60 minutes, 90 minutes and 120 minutes. The seeds could be chana, kabul chana, green gram, horse gram etc., The types of water could be hard water and soft water. Keeping all these variables in mind and the number of students in mind the work can be distributed as follows. Two students can be formed into a group and there may be eight such groups.

Details of Allocation			
GROUP	SEEDS	TYPE OF WATER	DURATION OF SOAKING
Group I	chana	Hard Water	30, 60, 90, 120 minutes
Group II	Kabul chana	Hard Water	30, 60, 90, 120 minutes
Group III	Green gram	Hard Water	30, 60, 90, 120 minutes
Group IV	Horse gram	Hard Water	30, 60, 90, 120 minutes
Group V	chana	Soft Water	30, 60, 90, 120 minutes
Group VI	Kabul chana	Soft Water	30, 60, 90, 120 minutes
Group VII	Green gram	Soft Water	30, 60, 90, 120 minutes
Group VIII	Horse gram	Soft Water	30, 60, 90, 120 minutes

STEP-II

The groups of students have to find the density by finding the weight of the seeds taken for experimentation and volume of the seeds. By experience, it can be suggested that 10 seeds are required for finding the notable volume. Each time they have to soak the seeds for 30 minutes, take them out carefully, remove the water drops using the filter paper. They have to find out the weight and volume each time. The volume has to be found out by finding the level of water in a measuring jar, put the seeds in the measuring jar and find out the level of water. The difference in the levels gives the volume of the seeds. The weight could be found out by using a simple physical balance. A zero reading can also be taken. The table of densities versus time could be like this.

Table of Densities versus Time					
	00	30	60	90	120
Chana					
Kabul Chana					
Green gram					
Horse gram					

STEP-3

A few volunteers, who are good in reporting can be asked to write the steps of the project, the way they conducted the experiment and the results they got etc., Each individual can write his/her report, can compare with other reports and develop a final one.

STEP-4

The steps of the project, the experimentation done could be checked up by administering a multiple choice test with a few short answer questions.

STEP-5

Project evaluation can be done by an outsider using a rating scale like this.

Sl. No.	Items	Very Well	Satisfactory	Not Much
1	Students were involved in identifying the project area			
2	The variables were considered while deciding the planning			
3	The students were given appropriate work in the project			
4	The students were given approximately equal amount of work in the project			

- 5 Students were enthusiastic while doing the experiments
- 6 Students applied their experimental skills while doing the experiments
- 7 Students were methodical while doing the experiment
- 8 Students were methodical while doing the experiments
- 9 Students prepared the partial reports which were assigned to them
- 8 Students assembled the different reports well and prepared a final report.
- 9 Students participated actively in evaluation process



PROGRAMME EVALUATION

This section helps you understand about the process and scope of *programme evaluation*



Overview

Programme can be a small one or a big one. It can be an institutional or taken up by the department of that institution. The evaluation of the programme depends upon the type of the programme and evaluation can be process evaluation or product evaluation. Product evaluation is rather easy, as something that has been worked out is available. But process evaluation is different from situation to situation.

Programme evaluation can have general steps like this.

1. Identification of need of the programme and floating it.
2. Planning-date, venue, resource persons, financial requirement etc.,
3. Implementation of the programme/.
4. Reporting, which should be generally done by the person concerned.
5. Collecting feed back about the programme, sending the same to concerned persons.

We can take up an example of an in-service programme, which your DIET is conducting. The need for the programme is decided by the wing head or the principal in consultation with teacher educators or primary teachers. The wing head can also arrive at the title of the programme by referring to the feed back given in the previous programmes or the need analysis done by the DIET.

STEP-1

The in-service programme can be held in your institution, but the dates are to be fixed up keeping in mind the holidays, important events that are taking place, strikes if any, already called for etc., A letter is to be sent to all the head masters to depute a staff member to the programme. The principal or the wing head will have to visualise various sessions and fix up suitable resource persons. This requires discussion with colleagues, friends and recalling the

articles written by the resource persons etc., Separate letter has to be sent to him/her requesting to make it convenient to attend the programme, to give a lecture or conduct a work shop etc., Financial outlay must be discussed with the accounts officer, the details of TA, DA etc., that can be given to participants, resource persons, the remuneration that can be paid etc., The place where the participants can stay has to be fixed early to avoid disappointments.

STEP-2

The in-service programme has to be inaugurated if required, otherwise it can be avoided completely. The wing head or the principal will have to telephone the resource persons the previous day itself, to remind them about the next days programme. The principal or the wing head must be present for all the sessions. He/she should see to it that each resource person is properly introduced and thanked profusely at the end. He/she must arrange for the disbursement of TA and DA at the end of the programme.

STEP-3

The wing head or the principal will have appointed a rapporteur to take down the main points in the lectures of the discussions that were held. He/she will take the help of rapporteur and prepare a report. The report will have to be photo copied and sent to the concerned superiors like Director, Joint-director etc.,

STEP-4

In the last function collection of feed back from the participants may be attempted. It may be through questionnaires or oral ones. The participants will also mention the type of the programmes they need in the future. This will help the principal in visualising the next programme. Normally follow up is missing in all the in-service programmes. The participants will not be asked as to what they did with the idea and whether they are practising it or not etc.,

STEP-5

Programme evaluation can be done by an outsider or the participant using this rating scale.

Sl. No.	Statement	Very Well	Satisfactory	Not Much
1	Was the title of the programme arrived at by discussing it with the colleagues?			
2	Was the title topical enough?			
3	Was every aspect taken care of and attended to?			
4	Were the resource persons identified and sent information?			
5	Were the finances arranged and kept ready?			
6	Did the sessions go on systematically?			
7	Were there any difficulties with respect to RPs?			
8	Were they good speakers?			
9	Did they come well prepared with necessary transparencies CDs etc.,?			
10	Was the report prepared well in time?			
11	Was it written well comprising all sessions, aspects of arrangement etc.,?			
12	Were the feed back collected though questionnaires or in oral fashion? (tick the right one)			
13	Was the report discussed with the staff the department?			



CONTINUOUS AND COMPREHENSIVE EVALUATION



Overview



Children during Examination

At present, Continuous and Comprehensive Evaluation (CCE) is being followed in 25 States/UTs out of 32 States/UTs in India. In seven States/UTs, the scheme is yet to be developed and implemented in school education. Even among the States where the CCE is implemented it is not done at all levels but confined to upper primary, secondary or higher secondary stage.

For an understanding of continuous and comprehensive evaluation in the context of overall policy of assessment, please read the following document of NCERT

- Assessment Policies and Systems[1]



Reading



Read the following chapter on evaluation in the school curriculum. The material provides you with the following informations:

1. The Present Evaluation System
 2. Using Evaluation
 3. Features of Evaluation
 4. Evaluation at Different Stages
- <http://ncert.nic.in/sites/publication/schoolcurriculum/cfchap4.htm>



Reflection

- Here is a circular of the CBSE on Continuous and Comprehensive Evaluation. Read it carefully and analyse what is its intent. [The Circular](#)[2]



PORTFOLIO ASSESSMENT



Overview

We have been hearing about portfolio assessment for sometime now. What does a portfolio mean? How do we assess a child's performance through his/her portfolios? This very question has some hints in it. A portfolio is, to put it in a simple way, a profile of a student's learning initiatives over a period of time. It may include all aspects of his/her learning related activities. It may also include observations on his/her personality. The sum total of a student's effort to learn, the context of learning, his/her own reactions to these contexts and all other related issues are documented in the child's portfolio. However, you will see that the expression portfolio assessment has been used in slightly different contexts too. In this section several links have been given. Please go through each one of them and note down what you understand about portfolio assessment.



Discussion

We will start our discussion with some questions which will help us recall whatever we already know about assessment. In case you do not remember, please find some time and make some quick references to find out answers.

1. What is the meaning of assessment? Is assessment different from evaluation?
2. As a teacher of a subject, would you like to assess the progress of your students or evaluate it?
3. What are the tools of assessment/evaluation(as you think it to be)?
4. What is it that we want to establish after giving a test or an examination?
5. Is it necessary to prepare students for examinations? Why or why not?
6. Imagine you are the parent of a 5th standard child. What information would you like to get from the school about your child?
7. When you receive the progress report card of your child you find that it has a list marks obtained in different subjects and a remark 'good'. What does that convey to you? Does the word 'good' really communicate anything to you?

You can take a break now. Think of the above questions. You need to reflect over each one of them keeping in mind current practices. Once you are clear about what you think of the above issues, please revisit this article to find out what others have said about them. Probably you may have something to receive from them. Probably you will know how your thinking is different from that of your colleagues. You can make your answers available to others through this site for them to read and comment upon. You can also comment on the responses printed here.

What are your views?

Write your views here:

The practices of portfolio assessment should be understood in the context that the above discussion has created. Perhaps there is no single method of assessment which is complete. In this connection I would like you to read the introduction of the source book on evaluation available in the website of NCERT. Please download and open the first chapter in the source book and read the 13 page write up there.

What is portfolio assessment?

A portfolio is a collection of students' work over a period of time. It could be day-to-day work or selection of the learner's best piece of work. Think of a file which contains whatever a child has written for one year. It would give a chronological picture of how a child has undergone the learning process. Learning is not a mystery. It is the sum total of the efforts put by the child and facilitated by the teacher. The file we are thinking of documents all such efforts. Briefly, a portfolio can include the following.

- the work done by the child
- the feedback given by the teacher
- the observations made by the child on his/her own learning
- a record of activities undertaken by the child at home or out of classroom contexts
- observations of parents or other teachers

There is no rule as such as to what should or should not be included in a portfolio. The aim is to provide a comprehensive profile of the child as a learner. But depending on the requirements, sometimes we can prepare a separate portfolio for evaluation purposes. The bulky file that is created in a year's time can not be handled easily. Nor is it possible to send it to the parents. Such a bundle of information may not make much sense either. So a

separate file which is an extract of a year's work can be prepared. This might include the best works of the child over a period of time, the observations of the teacher and the reflections of the child.

In portfolio assessments summing up student learning in marks obtained through a term end test is not held very important. Evaluation is to help the learner reflect and improve his/her efforts. Evaluation should help the teacher develop better insights into the students' different styles of learning. Portfolios of children are in a way all inclusive records of the learning processes the students engage themselves in.



Reflection

Questions for reflection

1. In what way is portfolio assessment different from traditional assessment schemes?
2. Do you think portfolio assessment can be an alternative to the term end test driven assessment practices?
3. When is a test/examination relevant and when are portfolios relevant?
4. What would be the problems in implementing portfolio assessment in our system?
How can we overcome them?



Activity

As you browse through the following links, you may also try to note down the points that you would like to consider if you are to put portfolio assessment into practice in Karnataka.

What do you think are the advantages of portfolio assessment compared to other types of assessment?

How is portfolio assessment different from continuous and comprehensive evaluation?



Reading



The following link takes you to the introductory chapter of the draft copy of A Source Book on Learning Assessment at the Primary Level published by the NCERT. It is available in the NCERT website. You will be able to find out different types of evaluation and their relative advantages in the following chapter.

[1]

[2]

[3]

[4]

[5]

[6]



KSQAO and KSQE



Reading

Visit this site of Karnataka School Quality Assurance Organisation and know details on points given below

- General Concern
- Objectives
- Quality Definition
- Assessment Process
- Challenges
- Advocacy Programmes
- Tests & Assessment
- Trainings
- Assessment Activities



Activity

Study the following statements on Results and write what would you say about the performance of students

- http://www.kseeb.org/Ksqao/pdf/ksqao_result.pdf
- <http://www.kseeb.org/Ksqao/Pages/Results-3.xls>



Assignment

Select five schools of your choice, find out the extent to which the annual calendar is adhered to by them. If not adhered, find out the reason for not adhering to the calendar.

http://www.kseeb.org/Ksqao/Pages/Annual_Calendar.htm